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THE SIXTEENTH MICHIGAN CLASSICAL CONFERENCE

FRANCIS W. KELSEY
The University of Michigan

The Sixteenth Michigan Classical Conference was held at the University of Michigan on March 30 and 31 and April 1, 1910, in connection with the annual meeting of the Michigan Schoolmasters' Club. The program follows, with references to the place of publication of the papers, the publication of which has been arranged.

PROGRAM

Wednesday Afternoon, March 30

Presiding Officer: PROFESSOR GEORGE A. WILLIAMS, Kalamazoo College

1. The Dattari Collection of Alexandrian Coins, Recently Presented to the University of Michigan¹

FRANCIS W. KELSEY, University of Michigan

The Dattari Collection of Alexandrian Coins was received by the University of Michigan in November, 1909. The donor is Mr. Giannino Dattari, a well-known collector of objects of art and antiquity in Egypt, who for many years has been a contributor to French and Italian numismatic journals. Mr. Dattari offered the collection to Mr. Charles L. Freer, desiring that it become useful as part of an art collection; Mr. Freer, whose collections have been developed along other lines, arranged to have it presented to the University of Michigan.

The collection contains examples of coinage, chiefly Egyptian, from just before the founding of Alexandria to the middle of the fourth century A.D. Subject to a few changes of classification which may be required by a more detailed study than it has yet been possible to give to the coins, the collection may be summarized as follows:

A. COINS OF PHILIP II OF MACEDON AND ALEXANDER THE GREAT

Philip II.	2	
Alexander	19	
		21

B. KINGDOM OF THE PTOLEMIES

Ptolemy I, Soter.	2	
Ptolemy II, Philadelphus.	19	
Ptolemy III, Euergetes.	12	
Ptolemy IV, Philopator.	11	
Ptolemy V, Epiphanes.	4	
The Later Ptolemies.	38	
		86

¹ Illustrated with the stereopticon.

C. THE ROMAN EMPIRE

Augustus to Nerva (98 A.D.)	130	
Trajan to Commodus (192 A.D.)	315	
Septimius Severus to the reform of Diocletian (296 A.D.)	527	
Diocletian to Licinius II	907	
Constantine the Great, with coins of the Empress Fausta and coins having representations of Constantinople and Rome	633	
Crispus to Constantius Gallus (354 A.D.)	660	3,172
Total number of coins in the collection		3,279

The material of the coins is silver, billon (silver alloyed with base metal), and bronze. The inscriptions are in Greek to the reform of Diocletian; in his reign and afterward Latin appears. The obverse of the coins struck under the Roman Empire has ordinarily a portrait of the reigning emperor, and this, in the case of emperors who never visited Egypt, could hardly be expected to be so well executed as portraits upon coins minted in Rome, where the face of the Emperor could be seen by the designers. The average, nevertheless, is surprisingly high. On the reverse is a great variety of types, of which many are of interest as artistic compositions, others on account of their historical significance; of special importance are the types in which the divinities of Egypt are represented.

Mr. Dattari sent with the collection a set of his numismatic publications, including his *Monete Imperiali Greche: Numi Augg. Alexandrini*, a sumptuous quarto volume of 484 pages, accompanied by an atlas of 37 heliotype plates of fine workmanship, and presenting a description of 6,580 coins.

2. The Influence of Virgil upon the Poets of the Italian Renaissance

MISS IDA C. SNELL, Charlotte High School

3. Professor J. J. Eschenburg's Lecture Notes on Classical Literature and Archaeology

PROFESSOR WARREN WASHBURN FLORER, University of Michigan

The Eschenburg manuscripts consist of bound volumes of closely and distinctly written notes interleaved with the printed pages of the well-known handbooks of Professor Johann Joachim Eschenburg, Professor der Philosophie und schönen Wissenschaften am Collegio Carolino zu Braunschweig. Among other notes and original editions in the possession of Mrs. Emma Schumann of Chicago and Hon. Arnold Eschenburg, of Santa Barbara, Cal., direct descendants of Professor Eschenburg, there are four volumes entitled *Theorie und Literatur der schönen Wissenschaften*, one volume on *Archäologie der Literatur und Kunst*, one volume with the title *Kurze Uebersicht der klassischen Schriftsteller*, and two volumes of a *Lehrbuch der Wissenschaften*.

In 1796 Professor Eschenburg started to revise his lectures and handbooks. Entries are made from 1796-1806. They include an exhaustive bibliography of original editions, books, and articles. Edition, paragraph, and page are carefully noted. This bibliography is of great value to the scholar working in the period. The notes show that Eschenburg was a diligent scholar, and an appreciative thinker, and that he realized the importance of the work of the epoch-making masters of his day. They indicate, contrary to the prevalent opinion, that he was a careful student of

Kant and a follower of Herder. He accepted the new division of poetry, namely, the lyric, the didactic, and the historical or pragmatic. The interpretative notes entered under each paragraph show a consistent application of this division. From these notes we now know that Eschenburg was an advocate of the new education.

4. Three Factors in Vitalizing the Study of the Classics

MISS CLARA JANET ALLISON, Hastings High School

Published in the *Classical Journal* VI, 167-174.

5. Discussion of Miss Allison's Paper

MISS AMY S. LANE, East Side High School, Saginaw

6. Some Aspects of Ethiopic Magic^a

DR. WILLIAM H. WORRELL, University of Michigan

To be published.

Wednesday Evening, March 30

Presiding Officer: PROFESSOR WALTER DENNISON, University of Michigan

7. Lecture before the Classical Conference and the Philological Association of the University of Michigan: A Journey in Roman Africa²

PROFESSOR BENJAMIN L. D'OUGE, Michigan State Normal College

Thursday Morning, March 31

Session of the Classical Conference with the Michigan Schoolmaster's Club, in University Hall.

Presiding Officer: PRESIDENT E. G. LANCASTER, Olivet College

SYMPOSIUM: The Classics and the New Education³

^a Illustrated with the stereopticon.

³ In accordance with a suggestion made some months ago in the columns of the *Classica Weekly*, and reinforced of late by requests from many quarters, it has been decided to publish in a volume the papers which have been given at the Michigan Classical Conference in recent years on the value of humanistic studies. The volume will be entitled *Latin and Greek in American Education*. It will contain brief introductory chapters and the Symposia, which have been published, as they appeared, in the *School Review* or the *Educational Review*, and also as Bulletins of the University of Michigan; the titles, and the names of the contributors, are as follows:

SYMPOSIUM I

"The Value of Humanistic, Particularly Classical, Studies as a Preparation for the Study of Medicine": Dean Victor C. Vaughan, Dr. Charles B. G. de Nancrède, Dean Wilbert B. Hinsdale.

SYMPOSIUM II

"The Value of Humanistic Studies as a Preparation for the Study of Engineering": Professor Herbert C. Sadler, Professor Gardner S. Williams, Professor George W. Patterson, Associate Dean Joseph B. Davis.

SYMPOSIUM III

"The Value of Latin and Greek as a Preparation for the Study of Law": Mr. Merritt Starr and Mr. Lynden Evans, of the Chicago Bar; Dean (now President) H. B. Hutchins;

8. The Classics in European Education
PROFESSOR EDWARD K. RAND, Harvard University
Published in the *School Review*, XVIII (1910), 441-59; also *University Bulletin* (University of Michigan), XI, No. 17, 3-21.
9. The Classics and the Elective System
PROFESSOR ROBERT M. WENLEY, University of Michigan
School Review, XVIII, 513-29; *University Bulletin*, XI, No. 17, 22-38.
10. The Case for the Classics
PROFESSOR PAUL SHOREY, University of Chicago
School Review, XVIII, 585-617; *University Bulletin*, XI, No. 17, 38-70.

Thursday Afternoon, March 31

Presiding Officer: PROFESSOR PAUL SHOREY, University of Chicago

11. A French Translation of the *Aeneid* and What It Has to Teach Us of the Art of Translation
PRINCIPAL J. REMSEN BISHOP, Eastern High School, Detroit

This paper was suggested by a recent reading of a French translation of the *Aeneid*, made under the direction of M. Nisard, Professeur d'éloquence latine au Collège de

Mr. Harlow P. Davock, Mr. Hinton E. Spalding, and Hon. Levi L. Barbour, of the Detroit Bar.

SYMPOSIUM IV

"The Value of Humanistic Studies as a Preparation for the Study of Theology": President William Douglas Mackenzie, Rev. A. J. Nock, Professor Francis W. Kelsey, and President James B. Angell.

SYMPOSIUM V

"The Value of Humanistic Studies as a Training for Men of Affairs": the Hon. James Bryce, Mr. James Loeb, and Mr. William Sloane (letters); Hon. John W. Foster, Mr. Charles R. Williams, Dr. Harvey W. Wiley, and Hon. James Brown Scott.

SYMPOSIUM VI

"The Classics and the New Education": Professor Edward K. Rand, Professor Robert M. Wenley, and Professor Paul Shorey.

SYMPOSIUM VII. APPENDIX

"The Doctrine of Formal Discipline in the Light of Contemporary Psychology": Professor James R. Angell, University of Chicago; Professor W. B. Pillsbury, University of Michigan, and Professor Charles H. Judd, University of Chicago.

The volume will contain about 400 pages, and will be published by the Macmillan Co. in March, 1911.

The generosity of a friend of the classics makes it possible for members of the American Philological Association and the Classical Associations to provide themselves with copies of the volume, bound in cloth, at a reduced price (the same price at which it will be supplied to members of the Michigan Schoolmasters' Club), provided the remittance is received before publication; after publication the price will be \$1.50. The volume will be supplied to those desiring it who are not members of the associations named, and to Libraries, at a special advance price of \$1.14, carriage prepaid, provided the remittance is received by Mr. Jocelyn before March 15, 1911.

France (date, 1850; published by J. J. Dubrochet, Le Chevalier & Co., and sold by Garnier Frères, 215 Palais National).

M. Nisard's view of the development of Virgil's style throws light upon his method. Speaking of the *Georgics*, he says, "On the art side, the almost impossible task confronted Virgil of adapting the language of verse to didactic precision, without injuring, obscuring or destroying it." Virgil thought of the *Aeneid* while polishing his *Georgics*, in which are emitted here and there gleams of the Epic. The sweet, sad feeling of the *Eclogues*, in which the fatherland appears as prostrated by the factions and upraised again by Augustus, continues and grows in grandeur in the *Georgics*. In the *Aeneid* it takes on the mighty development of a national epic.

"Virgil had lived through the latter time of the civil wars; he had seen the Roman world almost sink in ruin, and civilization itself in danger of perishing. Augustus relieved, restored all, with a firm and skilful hand. The founder of a new empire, a powerful and capable man, who, with the forms of the ancient republic maintained everything great that it had accomplished, but who applied himself gently to destroy the last remains of the factional spirit in order to revive in their hearts the Roman spirit—was he, even as he actually lived, below the proportions of an epic hero? And for Virgil, was it not to place his imagination in accord with his political good sense and his higher reason, to idealize in the Trojan hero the fine traits of the character and career of Augustus? Besides, flattery that extends itself to an entire nation is no longer flattery. The name of Augustus under that of Aeneas naturally opened the magnificent history of the people-king, of the people's destiny, its great traditions, its grand ancestors. Thus, Virgil was prepared for the *Aeneid* by labors not smaller than for the *Georgics*, and his genius was now entirely ripe for the Epic."

There are three feasible methods of rendering an ancient poem into English. The obviously popular way to do so is to make an English poem with the material, so far as possible, of the ancient poem. Pope and Dryden have done this, and doubtless some people are able to read the poems thus produced. Another method is to translate, with what literalness may be thought permissible, into prose that is purposely given an antique tone. Leaf, Lang, Myers, Butcher, Palmer, and others have been fairly successful in making books thus, and they are read, with more or less disappointment or enthusiasm. It is needless to say that neither of these methods gives us the charm of the original, although it makes possible a literary excellence in the English work so fashioned. What is superlatively great in the original invariably escapes. The misguided enthusiast who has been led to believe that he will find here a substitute for what others obtain through toilsome linguistic acquisition, finds himself under a cold shower.

The third method is, with a thorough appreciation of the beauty and force of the wording of the poem, to give its meaning in clear, idiomatic English. In this method there is no straining to produce necessarily poetic, as distinct from prose, diction. On the other hand, this method abhors the slightest violence to pure English idiom. It gives, as it were, the black and white reproduction of the great picture, and serves simply to make the reader eager to enjoy the original in all its beauty of color and harmony. For the purpose of proving to one's self or to a teacher that the original is intelligently and thoroughly comprehended, this is the only kind of classroom translation that ought to be allowed. The jargon heard in some classrooms should not be tolerated.

The reader gave several selections, in French and in English, illustrative of his point of view.

12. Hellenic Patronymics

PROFESSOR SAMUEL GRANT OLIPHANT, Olivet College

The speaker traced to Greek names or words a large group of English proper names.

13. Essentials and Non-Essentials in the Teaching of Latin

DR. F. O. BATES, Central High School, Detroit

14. The Appeal of Greek Literature

DR. JOHN G. WINTER, University of Michigan

15. Literary Illustrations of the Classics: Some Practical Considerations

PROFESSOR CAMPBELL BONNER, University of Michigan

16. Report on College-Entrance Requirements in Latin

PROFESSOR WALTER DENNISON, University of Michigan

Professor Dennison laid before the Conference the Report of the Commission of Fifteen on College-Entrance Requirements in Latin which was constituted by joint action of the Classical Associations of New England, the Atlantic States, and the Middle West and South. The discussion of this report will form a part of the program at the Classical Conference of 1911.

Friday Afternoon, April 1

Presiding Officer: PROFESSOR B. L. D'OOGHE, Michigan State Normal College

17. A Byzantine Treasure Recently Discovered in Egypt and now in the Collection of Mr. Charles L. Freer⁴

PROFESSOR WALTER DENNISON, University of Michigan

The treasure is briefly described in the *American Journal of Archaeology*, XIV, (1910), 79-81. It will be fully illustrated and explained in a volume of the *University of Michigan Studies, Humanistic Series*.

18. A Few Days in the Land of the Veneti⁴

MR. EARL M. PARKER, Northern State Normal School

19. The Patterns of the Roman Toga, as Illustrated by the Statues⁴

PROFESSOR C. F. ROSS, Allegheny College

To be published.

20. Lecture: The Excavations in Crete⁴

PROFESSOR M. L. D'OOGHE, University of Michigan

⁴Illustrated with the stereopticon.